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Examination of Attitudes towards Sport and Life Satisfaction of University Students Studying Sport Education

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Abstract

The aim of this study is to examine the attitudes towards sports and life satisfaction of university students who study sports education. In the study, questionnaire and scale forms consisting of three parts were used as data collection tools. In the first part, "Personal Information Form" determined by the researchers, in the second part "Life Satisfaction Scale" and in the third part "Attitude towards Sport Scale for University Students" were used. The population of the study consisted of 397 senior year students studying at Ondokuz Mayıs University Faculty of Sport Sciences. The sample of the study consisted of 244 students, 184 males and 60 females. As a result of the statistical analyses, it was seen that there was no significant difference between attitude towards sport and life satisfaction levels according to age variable ($p>0.05$). It was concluded that there was a significant difference in the physical development sub-dimension in the gender variable, in the total score of the life satisfaction scale in the nationality variable, in the total scores of the attitude towards sport scale and life satisfaction scale in the active sportsmanship variable, in the total scores of the attitude towards sport scale and life satisfaction scale and in the psychosocial development and mental development sub-dimensions, and in the total score of the attitude towards sport scale and psychosocial development sub-dimension according to income status ($p<0.05$). It can be said that demographic variables have an effect on attitude towards sport and life satisfaction.

Introduction

Although sport is a phenomenon that positively affects the individual who directs human attitudes and behaviors in daily life, it is in different relationships with many concepts (Caz et al. 2019). Children and young people are known to participate in sports mostly for intrinsic reasons (Lazaridis et al., 2021; Mumcu et al, 2019). In addition, it can be said that sports have positive effects on strength and power, and for these reasons, individuals are directed to sports (Turgut, 2022).

Life satisfaction is a concept related to quality of life. It is seen that life satisfaction increases with the increase in the degree of quality of life in a positive direction. Changes in life are determinants of life satisfaction. Many phenomena such as the place of individuals in society, their abilities, the course of events, and experiences explain

the relationship between life satisfaction and satisfaction area (Veenhoven, 1996). In the literature review, life satisfaction is generally seen as subjective well-being. At the same time, individual and cultural value systems are closely related to subjective well-being (Rask et al. 2002).

The general definition of life satisfaction is the situation or result obtained by comparing the expectations of the individual with what he/she has (Atilgan & Tükel, 2021; Haybron, 2004; Karademir Coskun & Kaya, 2020; Karagoz, 2022; Tükel & Temel, 2020). No matter how old the individual is, systematic and conscious sport plays an important role in keeping the individual healthy, successful and happy throughout his/her life and keeping his/her moral power high (Yalçınkaya et al., 1993). Attitude is a cognitive, emotional and behavioral predisposition that individuals organize based on their experiences, desires and knowledge towards themselves or any social subject, object or event around them (İnceoğlu, 1993). There are three elements that constitute attitude. These are cognitive element, affective element and behavioral element (Tavşancıl, 2005).

Sport has positive contributions to individuals both mentally and physically. In this respect, a positive attitude towards sports gained from an early age is important to keep young people away from bad habits and to keep them socially, physically and mentally healthy in their daily lives. The evaluation of sport, which affects individuals positively in every aspect, in terms of life satisfaction can be considered as a different source of motivation in directing individuals to sport. Therefore, this study was conducted to evaluate university students' attitudes towards sports and life satisfaction levels.

Method

Population and Sample

The population of the study consisted of 397 senior students enrolled in Ondokuz Mayıs University Faculty of Sport Sciences. As a result of the power analysis used in determining the sample size, the sample number determined for 95% confidence level and 5% margin of error was determined as 196 students. By simple random sampling selection method, 244 students constitute the sample.

Data Collection Tools

The data collection tool will consist of three parts. In the first part, questions about the demographic characteristics of the participants were asked. In the second part, the "Life Satisfaction Scale", which was developed by Diener et al. (1985) and adapted into Turkish by Dağlı and Baysal (2016), consisting of a single factor and five items with a five-point Likert structure, was used. "Attitude Scale towards Sport for University Students" developed by Koçak (2014) was used. The Attitude Towards Sport Scale consists of three dimensions and 22 items. There are 12 items in the Psychosocial Development dimension (1+2+3+4+4+5+6+7+8+9+10+11+12), 6 items in the Physical Development dimension (13+14+15+16+17+18) and 4 items in the Mental Development dimension (19+20+21+22). A 5-point Likert-type scale ranging from "1 = strongly disagree" to "5 = strongly agree" was used to score the scale items.

Ethics of the Research

The necessary permission for the research was obtained from Hitit University Non-Interventional Ethics Committee with protocol number 2023-119. All participants voluntarily participated in our study.

Analysis

Reliability coefficients (Cronbach Alpha) of the scales used in the study to determine the Attitude Towards Sport and Life Satisfaction levels of university students were calculated in order to check the internal consistency of the answers given by the participants to the scale items (see Table 1). In the statistical evaluation of the data, the normality assumption was first examined by Kolmogorov-Smirnov and Shapiro-Wilk tests ($p>0.05$).

Table 1. Internal Consistency Coefficients of the Participants' Responses to the Scale Items

Scale	Internal Consistency Coefficient	Evaluation
Attitude towards Sport Scale	0.922	Highly Reliable
Psychosocial Development	0.870	Highly Reliable
Physical Development	0.709	Moderately Reliable
Mental Development	0.928	Highly Reliable
Life Satisfaction Scale	0.838	Highly Reliable

In the study, whether the scale total scores differed according to gender, age, faculty, marital status and active sports participation was determined by Student t test, and whether they differed according to income was determined by One-Way Analysis of Variance and Tukey multiple comparison test. SPSS 22.0 V. Statistical package program was used for all statistical calculations. Significance level was accepted as $p<0.05$.

Findings

The information about demographic characteristics of the participants is given in Table 2. When the gender variable ranges of the students participating in the study are examined, male participants are 184 (75.4%) and female participants are 60 (24.6%). According to the age variable of the participants, 18-21 years old 182 (74.6%) and 22 years old and over 62 (25.4%).

While active athletes are 69 (28.3%), those who do not do sports are 175 (71.7%) participants. Considering the nationality status, 72 (29.5%) students were national and 172 (70.5%) were not. When the income level variable

is examined, the distribution of the participants is Low (Income<Expense) 56 (23.0%), Medium (Income=Expense) 170 (69.7%) and High (Income>Expense) 18 (7.4%) student.

Table 2. Frequency and Percentage Distributions of Demographic Characteristics of the Participants

Variables	Options	n	%
Gender	Male	184	75.4
	Female	60	24.6
	Total	244	100.0
Age	18-21 years old	182	74.6
	22 years and older	62	25.4
	Total	244	100.0
Active Sportsmanship Status	Yes	69	28.3
	No.	175	71.7
	Total	244	100.0
Nationality Status	Yes	72	29.5
	No.	172	70.5
	Total	244	100.0
	Low(Income<Expense)	56	23.0
	Medium (Income=Expenditure)	170	69.7
	High(Income>Expense)	18	7.4
	Total	244	100.0

No significant difference was found between the total score of the attitude towards sport scale, psychosocial development and mental development sub-dimensions and life satisfaction scale total scores of female and male university students ($p>0.05$). It is seen that male students are significantly higher in the physical development sub-dimension of the attitude towards sport scale ($p<0.05$) (see Table 3).

Table 3. Attitudes towards Sport and Life Satisfaction Levels of Individuals according to Gender

Scales and Subscales	Gender	n	Mean	S	P
Attitude towards Sport Scale	Male	184	86.08	12.75	0.902
	Female	60	85.85	11.98	
Psychosocial Development	Male	184	45.20	6.77	0.840
	Female	60	45.40	6.90	
Physical Development	Male	184	25.32	3.72	0.049*
	Female	60	24.22	3.83	
Mental Development	Male	184	15.57	3.69	0.203
	Female	60	16.23	2.96	
Life Satisfaction Scale	Male	184	14.04	3.77	0.111
	Female	60	14.95	3.95	

* $p<0.05$

No significant difference was found between the total score and sub-dimension total scores of the scale of attitudes towards sport and life satisfaction levels according to the age of the students ($p>0.05$) (see Table 4).

Table 4. Attitudes towards Sport and Life Satisfaction Levels of Individuals according to Age

Scales and Subscales	Age	n	Mean	S	P
Attitude towards Sport Scale	18-21 years old	182	85.59	12.50	0.359
	22 years and older	62	87.29	12.68	
Psychosocial Development	18-21 years old	182	45.02	6.78	0.379
	22 years and older	62	45.90	6.82	
Physical Development	18-21 years old	182	24.95	3.69	0.485
	22 years and older	62	25.34	4.02	
Mental Development	18-21 years old	182	15.62	3.57	0.411
	22 years and older	62	16.05	3.40	
Life Satisfaction Scale	18-21 years old	182	14.02	3.74	0.081
	22 years and older	62	15.00	4.02	

According to the age variable, no significant difference was found between the total score and sub-dimension total scores of the scale of attitude towards sport ($p>0.05$). A significant difference was found between life satisfaction scale total scores. The total scores of national athletes were higher ($p<0.05$) (aww Table 5).

Table 5. Attitudes towards Sport and Life Satisfaction Levels of Individuals according to Nationality Status

Scales and Subscales	National Team Selection Status	n	Mean	S	P
Attitude towards Sport Scale	Yes	72	86.65	14.70	0,648
	No	172	85.76	11.56	
Psychosocial Development	Yes	72	45.42	8.11	0,821
	No	172	45.17	6.18	
Physical Development	Yes	72	25.11	4.23	0,869
	No	172	25.02	3.58	
Mental Development	Yes	72	16.13	3.63	0,258
	No	172	15.56	3.48	
Life Satisfaction Scale	Yes	72	15.28	4.12	0,007*
	No	172	13.84	3.63	

* $p<0.05$

While a significant difference was found between the total scores of attitudes towards sport and life satisfaction and the total scores of psychosocial and mental development sub-dimension ($p<0.05$), no significant difference was found between the total scores of physical development sub-dimension ($p>0.05$) (see Table 6). The total scores of individuals who were active athletes were higher than those of individuals who were not active athletes.

Table 6. Attitudes towards Sport and Life Satisfaction Levels of Individuals according to Active Sports Participation Status

Scales and Subscales	Active sportsmanship status	n	Mean	S	P
Attitude towards Sport Scale	Yes	69	89.51	12.58	0.006*
	No	175	84.65	12.30	
Psychosocial Development	Yes	69	47.00	7.07	0.011*
	No	175	44.55	6.57	
Physical Development	Yes	69	25.62	3.76	0.136
	No	175	24.82	3.76	
Mental Development	Yes	69	16.88	3.38	0.001*
	No	175	15.27	3.49	
Life Satisfaction Scale	Yes	69	15.88	3.90	<0.001*
	No	175	13.63	3.62	

*p<0.05

There was a significant difference ($p<0.05$) between the total scores of the attitude towards sport scale and the total scores of the psychosocial development sub-dimension according to income level (see Table 7). The total scores of the participants with high income level were higher than the participants with middle income level.

Table 7. Attitudes towards Sport and Life Satisfaction Levels of Individuals according to Income Status

Scales and Subscales	Income Status	n	Mean	S	P
Attitude towards Sport Scale	Low (Income<Expense)	56	87.70ab	13.98	0.048*
	Medium (Income=Expenditure)	170	84.88b	12.19	
	High (Income>Expense)	18	91.67a	9.22	
Psychosocial Development	Low (Income<Expense)	56	46.05ab	7.18	0.050*
	Medium (Income=Expenditure)	170	44.65b	6.73	
	High (Income>Expense)	18	48.39a	5.01	
Physical Development	Low (Income<Expense)	56	25.46	4.28	0.088
	Medium (Income=Expenditure)	170	24.75	3.62	
	High (Income>Expense)	18	26.61	3.15	
Mental Development	Low (Income<Expense)	56	16.18	4.16	0.222
	Medium (Income=Expenditure)	170	15.48	3.34	
	High (Income>Expense)	18	16.67	3.03	
Life Satisfaction Scale	Low (Income<Expense)	56	13.75	4.30	0.065
	Medium (Income=Expenditure)	170	14.24	3.63	
	High (Income>Expense)	18	16.17	3.78	

*p<0.05

Discussion

In this study, it was aimed to examine the attitudes towards sport and life satisfaction levels of university students who received sports education. In the study, no significant difference was found between the attitudes towards sport and life satisfaction levels of the participants according to age groups ($p>0.05$). However, a significant difference was found according to gender, active sportsmanship status, nationality status and income level ($p<0.05$).

In the study, it was seen that male students' attitude towards sport scale sub-dimension physical development scores were higher than female students. According to this result, it was seen that male and female students were on the same trend in terms of attitude towards sports and life satisfaction. Thus, gender was not a distinguishing variable other than physical development.

Göksel et al. (2017) stated in their study that attitude towards sports did not differ according to gender variable, but the mean scores of male students' attitude towards sports were higher than female students. Balyan et al. (2012) stated that there were significant differences in terms of attitude towards sports according to gender variable in their study with students. In the study conducted by Belli et al. (2019) on the attitudes of university students towards sports, no difference was found between male and female students in terms of attitude towards sports. When the literature is examined, it can be said that there is no significant difference in attitudes towards sports between male and female students according to gender variable.

In the study, no significant differences were found as a result of attitudes towards sport and life satisfaction according to age variable. Göksel et al. (2017) stated in their study that there was no statistical difference between students in different age groups in terms of attitude towards sports. Again, Aydın (2011) determined that the age factor was not a variable that differed in terms of life satisfaction in his study. Türkmen et al. (2016) stated that age had no effect on attitude towards sport. These findings coincide with the results of the study.

Although there was no significant difference in the study, it is seen that students with higher age have higher life satisfaction scores. In a study conducted by Belli et al. (2019), they stated that the age variable in terms of life satisfaction was higher for students over the age of 23 compared to students between the ages of 18-22. This may be due to the fact that life satisfaction increases with increasing age, people gain more experience as they get older, their priorities change and they experience a greater sense of inner satisfaction.

In the study, it was observed that the life satisfaction scores of students who were national athletes were higher than those of non-national students. When the literature is examined, there are studies indicating that there is no difference between nationality and life satisfaction (Kaygusuz et al., 2016; Aydılek, 2019). According to the results of the study, it is seen that national sportsmanship has a positive effect on life satisfaction.

Being a national athlete can give the individual a sense of personal satisfaction and pride. Representing at the national level can be an important source of success and honor for the athlete, which can increase life satisfaction.

This finding may suggest that being a national athlete may have some advantages. National sportsmanship refers to a process that includes elements such as high level of sports skills, discipline, goal orientation and achieving success in sports. This process allows athletes to improve themselves, compete in a competitive environment and achieve personal success.

Significant differences were found between the total scores of attitude towards sport and the total scores of psychosocial and mental development sub-dimensions, while no significant differences were found between the total scores of physical development sub-dimension and life satisfaction total scores. In their study, Belli et al. (2019) found significant differences in terms of attitude towards sports according to the status of active sports, while they did not find a significant difference in terms of life satisfaction. Students who were active in sports reported that they had fewer psychological problems and coped better with the problems they experienced compared to students who were not active in sports. Again, students who were active in sports stated that their minds were free from complexity by living a more organized and planned life.

In terms of adapting to the social environment, students who do active sports stated that they are more compatible in social life. On the other hand, it can be said that there is no effect of active sports in terms of physical development and life satisfaction. According to these results, it is seen that the status of doing active sports has a significant effect on attitude towards sports, psychosocial and mental development sub-dimensions.

Conclusion

In this study, significant differences were found between the total score of attitude towards sport and psychosocial development sub-dimension total scores according to the income status variable of the participants. It can be said that the attitudes of students with high income towards sports have higher scores than the students in the middle income group. There may be several reasons why having high income affects attitudes towards sport.

Firstly, the fact that individuals with higher income have more financial resources may provide advantages in terms of participation in sports activities and access to facilities such as sports equipment. This may have a positive effect on their interest in and attitudes towards sport. In addition, the fact that individuals with high income generally have better education level and health awareness may also affect their attitudes towards sports. Acar (2009) found that life satisfaction level varied according to income status variable.

It was stated that individuals with high income status were significantly higher in terms of life satisfaction scores compared to individuals with medium and low income status. Again, Dost, in his 2007 study, stated that university students with a medium level of income were significantly higher in terms of life satisfaction total scores compared to university students with low income. These findings differ from the results of the study. The reason for the difference may be the high time difference and the change in the economic situation.

As a result, no significant difference was found between the attitudes towards sport and life satisfaction levels of the participants according to age groups, while a significant difference was found according to gender, active

sportsmanship status, nationality status and income level. This situation can be interpreted as that university students have positive thoughts towards sports with their interest and perspectives in the field of sports. Again, it can be said that sport has a positive effect on students' life satisfaction.

Recommendations

- In order to increase the awareness of sport, it can be ensured that students understand the importance and benefits of sport by organizing activities such as sports events, seminars, events and information campaigns. In order to increase the attitude towards sport, it is important to provide students with accessible sports facilities. Providing access to places such as sports facilities, fitness centers or gyms on campus can increase students' motivation to engage in sport.
- It is important to provide students with a supportive environment for playing sport. Sports clubs can create a social environment by organizing group training sessions or sports events.
- Sports scholarships or incentive programs can be established to encourage students to engage in sports. Such programs can provide students with the opportunity to play sports as well as increase their motivation by rewarding sport-related achievements.
- By supporting research and scientific studies on sports, students' attitudes towards sports can be improved.

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